

National Board Certification Candidate Support Program

Request for Proposal

**DUE: Applications must be postmarked or
delivered by 4:30 p.m., on
July 24, 2006.**

Iowa Department of Education
Grimes State Office Building
Des Moines, IA 50319-0146

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, color, national origin, gender, disability, religion, creed, age or marital status in its programs or employment practices. If you have questions or grievances related to this policy, please contact the Legal Consultant, Department of Education, Grimes State Office Building, Des Moines, Iowa 50319-0146, 515/281-5295.

National Board Certification Candidate Support Program Request for Proposal Application

Your application may not be considered if directions are not followed, any part or section of the application is missing at the time of submission, or the application is not received by the deadline. It is the applicant's responsibility to see that all requirements are met.

Introduction

The Iowa Department of Education has received funding from the Iowa legislature to award licensed school teachers employed by a school district in Iowa an incentive grant of \$2,500 per year for 10 years of National Board Certification obtained from the National Board for Professional Teaching Standards. In addition, state and federal funding is currently available to subsidize the registration fee for applicants seeking National Board Certification.

National Board Certification requires candidates to demonstrate their teaching practice as measured against high and rigorous standards. In 2006-07, certification is available in 24 fields. Candidates are required to participate in a two-part assessment consisting of portfolio entries and assessment center exercises.

The Department will provide one grant to an eligible applicant to develop and implement programs that provide support services as outlined in this application to all applicants seeking National Board Certification. The grant recipient must have the support program operational no later than October 16, 2006

Expected grant activities include providing orientation sessions to prospective National Board candidates, assisting candidates in the production of a candidate portfolio, sponsoring mentoring sessions for National Board candidates and preparing candidates for the assessment center experiences.

Section I – Eligible Applicants

Any organization, agency, group, association, postsecondary institution or partnership is eligible to apply. Education stakeholders such as area education agencies, postsecondary institutions and professional education associations are encouraged to apply.

Section II – Time Period and Amount of Grant

A three-year obligation is required of a successful applicant. The program is funded July 1, 2006 – June 30, 2009. The maximum annual grant award will be \$250,000.

Section III – How to Submit an Application

Applications must be postmarked or delivered by 4:30 p.m., on July 24, 2006, to:

Jody Crane
Iowa Department of Education
Grimes State Office Building
Second Floor
E. 14th Street and Grand Avenue
Des Moines, IA 50319
E-mail: jody.crane@iowa.gov
Fax: (515) 281-7700

Electronic and faxed copies will be accepted.

Section IV – How Applicants Are Selected

A panel will review applications and make a selection based upon the quality of the applications submitted. A scoring rubric and designated weighting are included elsewhere in this application. All applicants will be notified of the outcome of the application process on or about August 4, 2006.

Section V – Application Content (100 weighting = 500 maximum points possible)

Applicants must submit the following in the order shown here. Requirements must be met in order to be considered eligible. Weightings are included after each application content area and are shown in parentheses. The value of the rubric will be multiplied against the weighting given for each criterion to arrive at total points.

A. Cover Page – (Required but not scored)

See Attached Cover Page

MANDATORY

- Be sure to include all information requested on this page. It should be the first visible sheet of paper in the grant application, and is to be one page, one sided in length as shown. No other cover or page should precede it.

B. Budget/Requested Funds - (Required but not scored)

See Attached Budget Form

MANDATORY

- A detailed budget for the first grant period (July 1, 2006 – June 30, 2007) and a projected budget for the second grant period (July 1, 2007 – June 30, 2008, and third grant period (July 1, 2008 – June 30, 2009). The budget should include, at minimum, costs for salaries, travel, office supplies, materials, equipment, and support services to NBC candidates.
- Indirect costs must be clearly documented.

C. Summary of Project (Required but not scored)

MANDATORY

- Provide a one-page summary of the project, including collaborating groups, specific activities, types of support programs, and expected outcomes.

D. Goals and Anticipated Outcomes (15 weighting)

MANDATORY

- Outline measurable goals that address:
 - Recruitment
 - Orientation
 - Support
 - Retention
 - Candidate success
- Discuss anticipated outcomes related to these goals.
- Explain how these activities align with candidate's professional activities.

E. Activities (65 weighting)

MANDATORY

- Describe the types of activities that will be provided to prospective NBC candidates to prepare them for successful completion of the NBC process. These may include:
 - Orientation workshops
 - Statewide and regional meetings
 - Mentor groups
 - Review of sample portfolios
 - Partnerships with current NBC teachers

The attached document entitled "National Board for Professional Teaching Standards Guidelines for Ethical Candidate Support" may be referenced in completing this section.

Note: All grant activities should be geared towards completion of the National Board Certification process. Additional activities that may result in college credit should be optional for the candidate(s). Grant funds cannot be used to conduct graduate credit activities for candidates. Any graduate activities must be funded from other revenue sources such as tuition.

F. Personnel (20 weighting)

Describe the experiences of personnel involved in supporting teachers in professional growth. Also describe any current activities related to this grant application.

Section VI - Scoring

The scoring rubric defines the level of quality evidenced in the proposal. The value of the rubric will be multiplied against the weighting given for each criterion to arrive at total points. The total score will be determined by adding each of those scores together. Weightings are included after each application content area and shown in parentheses.

Total application points possible include: Goals and Anticipated Outcomes, Activities, and Personnel; with a 5 rating on the rubric, 500 points maximum are possible.

5	All criteria in the category are comprehensively addressed in the written description of performance in this area. The evidence included is detailed and thorough with information that clearly substantiates experience, effectiveness and results of initiatives.
3	Most of the criteria in the category are addressed in the written description for this area. The evidence that is included adequately indicates experience, effectiveness and results of initiatives.
1	Few or none of the criteria in the category are adequately addressed in the written description for this area. Little evidence to support and indicate experience, effectiveness and results of initiatives is present.

Section VII - Procurement Timetable

The following dates are set forth for informational and planning purposes; however, the Department reserves the right to change the dates.

Issue RFP	June 12, 2006
Questions Due	June 19, 2006
Response to Questions Issued	June 23, 2006
Closing Date for Receipt of Application	July 24, 2006
Announce Successful Service Provider	August 4, 2006
Completion of Contract Negotiations & Execution of the Contract	Mid-August
Program Operational	No later than October 16, 2006

If additional information is needed regarding the specifics of this application, please contact Jody Crane at jody.crane@iowa.gov or (515) 281-3333.

For questions regarding the National Board Certification process, please contact the National Board for Professional Teaching Standards at 1-800-22TEACH or visit their web site at www.nbpts.org

Appeal Process

Any applicant of the grant funds may appeal the denial of a properly submitted competitive program grant application or the unilateral termination of a competitive program grant to the director of the Department of Education. Appeals must be in writing, in the form of an affidavit, and received within ten (10) working days of the date of notice of the decision and must be based on a contention that the process was conducted outside of statutory authority; violated state or federal law, policy or rule; did not provide adequate public notice; was altered without adequate public notice; or involved conflict of interest by staff or committee members. Refer to 281 IAC r. 7.5, the legal authority for this process.

Budget and Budget Narrative

Budget Form – Applicants must use a budget form. The budget must align with the actions described in the application.

Budget Narrative: Applicants must provide a narrative describing the budget. The narrative should provide details about the budget.

	Year 1 (July 1, 2006- June 30, 2007) Detailed	Year 2 (July 1, 2007 – June 30, 2008) Projected	Year 3 (July 1, 2008 – June 30, 2009) Projected
Salaries			
Travel			
Office Supplies			
Materials			
Equipment			
Support Services to NBC Candidates			
Indirect Cost			
Other – Specify			
Total			

NATIONAL BOARD CERTIFICATION CANDIDATE SUPPORT PROGRAM

COVER SHEET

Applications must be postmarked or delivered by 4:30 p.m., on July 24, 2006.
Electronic and faxed copies will be accepted. Hard copies can be delivered or
mailed to:

Jody Crane
Iowa Department of Education
Grimes State Office Building
Second Floor
E. 14th Street and Grand Avenue
Des Moines, IA 50319
E-mail: jody.crane@iowa.gov
Fax: (515) 281-7700

Applicant Name _____

Applicant Address _____

Other Partner Applicant's Name and Address (optional)

1. _____

2. _____

3. _____

Other _____

Grant Contact Person(s) Name _____

Title _____ Telephone # _____

E-mail _____ Fax # _____

Address _____

_____ Date _____

Signature of Authorized Representative for Lead
Applicant (Electronic Signature is Acceptable)

NOTE: The Lead Applicant will serve as the fiscal agent for this grant and be
responsible for all reporting requirements.

Typed Name _____ Title: _____



National Board for Professional Teaching Standards (NBPTS)® Guidelines for Ethical Candidate Support

Candidates for National Board Certification® complete a rigorous process, requiring both intense self-analysis of their teaching practices and demonstration of their content expertise. Candidates consistently report that the process itself, independent of whether or not they actually achieve certification, is the best professional development they have experienced. Candidates also report that they benefit immensely from the support of a facilitator, or candidate support provider, during the certification process.

Candidate support includes providing resources, mentoring, coaching, guidance, and technical assistance to candidates. It incorporates intellectual, logistical, emotional, and technical support, however the responsibility of developing and completing the certification materials always rests with the candidate. Candidate support may be offered individually or in groups, by individuals or through an organization, association, or institution of higher education. It can be formal or informal. Candidates may elect whether or not to participate in a candidate support program and it is possible to achieve National Board Certification® without participating in candidate support. However, teachers reported that candidate support, particularly when done in groups, kept them focused, motivated, and enhanced their understanding of their teaching practices and the decisions they make in the classroom. Good candidate support is nonjudgmental, honest, constructive, professional, and knowledgeable.

Candidate support providers are those individuals who facilitate candidates through the certification process, often starting before the teacher actually applies for certification. They may be National Board Certified Teachers®, other accomplished teachers, staff developers, higher education faculty, or other persons concerned about improving education by making a commitment to work with National Board candidates. Candidate support providers cannot make choices or create evidence for the candidate. Rather, the candidate support providers ask questions that help a candidate show evidence more clearly. Candidate support providers are sensitive to a candidate's emotional needs, help candidates create organizational systems to manage the process, locate resources to help with technology demands, and provide models of feedback that broaden and deepen the candidate's own analytical abilities.

Candidate support providers have the opportunity to maximize the professional development experience of the National Board Certification® process as they facilitate each candidate's journey towards documenting accomplished teaching. Thoughtful design and implementation of all aspects of candidate support create an intellectual and ethical environment that enhances the experience of teachers as they complete the process. This document provides guidelines to increase awareness of issues and actions relating to the ethical aspects of candidate support, to uphold the high integrity of NBPTS, to maintain the rigorous nature of National Board Certification®, and to protect the secure processes of National Board assessments.

Fundamental Responsibilities

Candidate support providers recognize that the National Board Certification® process is voluntary and open to all teachers who meet the eligibility requirements defined by NBPTS. Accordingly, candidate support providers actively engage all teachers, including those in under-represented groups, in outreach, pre-candidate, and candidate support programs. Candidate support providers recognize the Five Core Propositions as the foundation for describing accomplished teaching. Candidate support providers acknowledge that the responsibility for developing NBPTS portfolio content and materials, and preparing for the assessment center rests solely and completely with the candidate. Therefore, candidate support providers conduct support programs that honor and respect the professional choices and decisions made by candidates. NBPTS does not license individuals or groups providing support to candidates for National Board Certification® but expects that

candidate support providers ascribe to these guidelines for ethical candidate support. Candidate support providers manifest a deep commitment to the profession of teaching, NBPTS, the needs of teachers as candidates and pre-candidates, and, above all, students.

Commitment to the Teaching Profession

Candidate support providers believe that teaching is a profession, and they contribute to its growth by acknowledging that:

- Teaching is a public trust that requires adherence to the highest ideals of professional conduct;
- Teachers are lifelong learners who continually deepen their knowledge and skills; and
- Teachers keep current with research and information in their field.

Commitment to NBPTS

Candidate support providers understand, incorporate, and act to uphold the policies and materials of the NBPTS.

Candidate support providers:

Policies

- Convey and uphold the mission, guidelines, and policies adopted by NBPTS, including all confidentiality agreements, the Certification Denial or Revocation Policy, the Policy for Use of NBPTS-Developed and/or Copyrighted Materials, the Policy for Use of NBCT and Veteran Candidate Assessment Performances (which includes portfolio content), the Policy for Use of Trademarks Held by the NBPTS, and the Policy and Guidelines for Release of NBPTS Data for Educational Research;
- Understand that breaches of trust can destroy the validity of the certification process, notably that candidates cannot: 1) falsify or fabricate evidence for any entries; 2) copy the work of other teachers or NBCTs to use in their own portfolios; 3) give, ask for, or receive information on secure assessment materials or information; or 4) share, publish, electronically post or otherwise reproduce secure assessment materials or information;
- Share only information that is public for all candidates. Therefore, any individuals (including but not limited to staff members, consultants, scorers, and members of the board) with access to confidential information about NBPTS assessment exercises, scoring, or performance standards shall not reveal information or give the impression that they can determine whether a candidate will be or should have been successful in achieving certification or a particular score.

Actions

- Know and understand NBPTS Standards and the assessment process;
- Stay informed by using the NBPTS Web site, publications, research, and other resources in order to have the most up-to-date information;
- Maintain a clear distinction between personal opinions and NBPTS policies;
- Immediately report to NBPTS violations of confidentiality, incidents of falsified information or materials, or breaches of security at assessment centers by calling (800) 779-3339; and
- Participate in NBPTS-sponsored training and use resources provided by NBPTS.

Commitment to Teachers

Candidate support providers recognize their responsibilities to teachers (as pre-candidates, candidates, and NBCTs) in the design of programs and as they facilitate candidates. Candidate support providers:

- Acknowledge that there are multiple paths to certification;
- Understand that candidates alone are solely responsible for their certification materials and remind candidates of this;
- Conduct support in a manner that is nonjudgmental, honest, constructive, knowledgeable, and professional;
- Incorporate high expectations that encourage self-discovery and embody honesty, integrity, and trust; and
- Maintain agreements and commitments regarding the investment of time with the candidates they agree to facilitate.

Designing Programs

- Incorporate research and models of effective staff development and adult learning into programs and candidate support techniques;
- Design support programs that are equitable, maintain confidentiality, and are models of sound ethical practice; and
- Promote collaboration in professional learning communities as part of the professional development experience but emphasize individual responsibility and accountability in the development of candidate work.

Facilitating Candidates

- Provide information about NBPTS in an equitable manner to all teachers and candidates;
- Direct candidates to specific NBPTS Standards documents throughout their certification process;
- Direct candidates to 1-800-22TEACH and www.nbpts.org as primary resources for candidate questions;
- Refer candidates to local resources including, but not limited to, university faculty, other NBCTs, and subject matter experts when appropriate;
- Demand honest and ethical behavior in candidates, reminding candidates of the agreements they signed upon application to the process;
- Provide support that is fair, objective, equitable, and respects confidentiality;
- Stress that all work submitted must be the candidate's own;
- Ask probing and/or clarifying questions;
- Encourage deep analysis and reflection based on evidence collected in the classroom;
- Do not hold their own submissions or teaching practice as models of correct practice;
- Give feedback, never estimated scores; and
- Help candidates find resources and comply with assessment procedures.

Attachments

- [Certification Denial or Revocation Policy](#);
- [Policy for Use of NBPTS-Developed and/or Copyrighted Materials](#);
- [Policy for Use of NBCT and Veteran Candidate Assessment Performances](#) (which includes portfolio content);
- [Policy for Use of Trademarks Held by NBPTS](#);
- [Policy and Guidelines for Release of NBPTS Data for Educational Research](#);
- [Statement of Collaboration](#); and
- [Candidate Agreements Regarding Ethics](#).

Programs designed to support individuals or groups as they proceed through the assessment process may not be conducted by a member of the NBPTS board of directors or an NBPTS employee.